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ABSTRACT

Eight feasibility studies, conducted since 1973, investigated the need for non-traditional approaches to two-year postsecondary education programs in areas of Pennsylvania not served by locally sponsored community colleges. The proposed institutions were modeled on a concept of "colleges without walls." This concept involves (1) using existing physical facilities on contract or lease without proposing new buildings; (2) providing instruction at various geographic locations; (3) offering courses and programs that meet regional needs and conducting them near students' homes; (4) employing regionally available instructors primarily on a part-time basis; (5) providing decentralized counseling, registration, and similar administrative services; (6) implementing an "open admission" policy; and (7) cooperating with existing institutions. In this collection, each feasibility study is briefly summarized, listing report title, date, local sponsors, and the director of research. Most study reports incorporate needs assessment data from surveys of high school students, adults, and business and professional representatives, and most conclude favorably on the feasibility of such non-traditional educational offerings. Projected enrollments, estimated budgets, and availability of local resources are included in some reports. (DB)

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SUMMARY OF FEASIBILITY STUDIES FOR NON-TRADITIONAL COMMUNITY COLLEGE EDUCATION

PENNSYLVANIA DEPARTMENT OF EDUCATION

MAY 1979

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FOREWORD

This document represents a compilation of summaries of a number of studies conducted since 1973 which investigated non-traditional approaches to two-year post-secondary education programs in areas of Pennsylvania not being served by locally sponsored community colleges. The purpose of most of these studies was to determine the extent and the nature of the need for post-secondary educational opportunities, to identify methods and resources which could be applied to fulfilling the need, and to estimate the potential enrollments and costs to implement a program, generally under the provisions of Act 484, The Community College Act of 1963, as amended.

TITLE OF STUDY: Report on the Feasibility and Need for a Community College in Chester County

LOCAL SPONSORS: Chester County Community College Study Committee

PREPARED BY: Better Government Associates, Inc., Lemoyne, Pa.

ENDING DATE OF STUDY: September 1973

This report finds substantial demand for establishing a Chester County Community College by secondary school students, adults, business and industry, and professionals. Substantial need for it is partly evidenced by the number of intended enrollees, particularly high among upper class secondary school students and among the adults surveyed. Projected enrollments and financial data are supplied to support the Study Committee's recommendation to the County Commissioners that a community college be established.

The high school questionnaire, with 14,781 responses from grades 10, 11 and 12, shows that 6,795 plan to continue their studies with 606 specifying junior college, 613 Business school, 409 Nursing, 679 Vocational Technical Institute, and 475 "Other". To the question of attending a prospective Chester County Community College if within "reasonable" driving distance and $400 yearly tuition, 1,395 replied "Yes", 2,794 "Probably", and 4,087 "Uncertain". In a multiple selection question, low cost, keeping one's job, and living at home were the reasons most often selected. In identifying their program choices, 1,710 who said they would or probably would attend marked terminal professional; 1,183 college transfer; and 1,165 technical training. Preparation for most of the employment objectives of all the respondents could be met by a community college in the 2-year skill training areas, or the continuing educational program, or by the 2-year basic program for college transfer if a college degree is required. The report states that with no 2-year college in Chester County, students must find openings in neighboring county community colleges, paying double tuition, and often with excessive commuting time.

The Adult questionnaire showed that nearly 5,000 respondents feel there is a need for a community college in Chester County and almost half (2,405) would follow studies in it. A general question showed 1,861 adults available for evening study, 687 for part-time day, and 82 for full-time day.

The Business and Industrial questionnaire, with 73 responses from firms with a total of some 18,000 employees, showed 50 either "Very favorable" or "Favorable" and 9 "Unfavorable" to establishing "an institution in Chester County offering both 2-year training programs and 2-year liberal arts programs" transferable toward a bachelor's degree. Yet 17 said the needs of their employees at less than college degree were

met "Very well", 34 "Fairly well", and 18 "Inadequately" by existing area facilities. Most of those 18 employed large numbers which makes the responses difficult to assess. In a separate question 45 said that a Chester County community college would be a helpful supplement to existing training programs, and 21 said "No."

The survey of professionals (212 responding physicians, dentists, and lawyers) showed that 135 favored establishing a community college in Chester County offering occupational programs in their field; 67 said "No". When occupations were broadened to include ones useful to them, such as accounting or general secretarial, 155 answered "Very favorable" or "Favorable", and 24 "Unfavorable".

Projected enrollments of high school graduates, based on the survey and adjusted by records of past experience in comparable other counties, indicate 831 1974 graduating enrollees and 957 more in 1975. Adult enrollment is estimated at 103 full-time and 3,185 part time (equated on a 3 to 1 ratio as 1,062 Full Time Equivalent (FTE)) enrollees. A combined total of about 2,000 FT and FTE students is projected for 1974. Slightly higher numbers are used in the following section.

Financial considerations are broadly discussed but because of the many variables and possibilities estimates are based on averages of figures from currently operating Pennsylvania community colleges. First year projected expenditures based on 2,055 (FTE) students are $2,688,000 for operating costs, $117,135 for capital equipment, and $446,000 for debt service, a total cost of $3,251,000. The Commonwealth's share is $1,103,500; the student's $822,000 ($400 tuition annually for each FTE); and the sponsor, Chester County, $1,325,500 which equals 2.24 mills on 1972-73 real estate valuation as a base. Estimates for the second year based on 2,850 FTE are: operations $3,727,800, capital equipment $162,450, and debt service $618,450, for a $4,508,700 total. The County share would increase to $1,838,000 (3.11 mills).

TITLE OF STUDY: Statement of the Southern Alleghenies Committee formulating a plan to establish a "Southern Alleghenies Regional Community College"

LOCAL SPONSORS: Southern Alleghenies Planning and Development Commission

CONSULTANT(S): Arnold Associates & Lewis D. Patterson Associates

ENDING DATE OF STUDY: May 1975

The idea of a consortium of educational institutions dates from June 1972 when the Regional Economic Development Conference took steps to make more available higher education, continuing education, and adult education for the 6-county area of Bedford, Blair, Cambria, Huntingdon, Somerset, and Fulton Counties. A feasibility study was authorized and also formulation of a plan to implement establishing a "Southern Alleghenies Community College". The feasibility study was submitted by Walter M. Arnold Associates in October 1974. It was approved and this is a proposal for its implementation. The final document will be written after deliberations on this statement.

The planning for a consortium "community college" maximizing post-secondary education for the region at minimum expense was consistent with the concurrent promotion of the Commonwealth's Educational Master Plan and Educational Regionalization, as evidenced particularly by stressing educational regionalization, by avoiding new physical facilities, and duplication of educational programs where student needs were now being met.

The mission and goals are to provide 2-year post-secondary academic and career educational opportunities by offering baccalaureate transfer, general, or occupational programs for certificates, diplomas, licenses, or associate degrees, and continuing education on an "open doors" basis for full and part-time students in the area.

The consortium community college would use existing physical facilities and create only an organizational structure to plan and develop programs on a regional basis, and to provide counseling services in 6 centers to be located in reasonable commuting distance of all area residents.

The name Southern Alleghenies Regional Community is proposed as suggesting its purpose and structure as most consistent with the Community College Act (484).

The organization recommended is a President and his Advisory Board, a Board of Trustees, with the sponsor the County Commissioners with power to appoint the Trustees. The proposal recommends that the Advisory Board consist of the existing Regional Council of Higher Education.

The institution is to consist of campuses of existing participating institutions and such sites as may be selected, and also Adult Educational Opportunity Centers

throughout the region for educational support services such as counseling, admissions, scheduling, and the like.

The program will be developed after determination of the administrative structure which will include an academic advisory committee of the chief academic officers of the consortium institutions.

Admissions are to be "open", with emphasis on attracting persons who have "not ventured" into post-secondary education and to meet the needs of non-traditional students. Academic counseling services will be established in each county as mentioned above.

Enrollment projections based on the 6-county population, based on 3 students per 1,000, are 5,856 students, mostly part-time, during the first year.

Contracting of educational facilities, office space and also of the instructional and supportive staff will be by the President aided by a Dean of Instruction and with the consortium members wherever available. If not, other physicial facilities and qualified persons will be used. The President will be responsible for the new regional counseling centers.

Sources of funding, based on Act 484, provide not in excess of one-third from each of student tuition, the local sponsor, and from the Commonwealth. Some outside funding is a possibility but consortium members are not to be called on for extraordinary contributions.

Uses of funds: about 25 percent of the annual budget will consist of salary and rental expenses for the consortium's central administration and its 6 regional centers. The 75 percent will be for direct purchase of service contracts with participating institutions for instructional, development and institutional overhead, which they provide.

A specimen first-year budget is based on 1,500 students each taking two courses each semester for two semesters for a total annual registration of 6,000 with $51 per credit tuition. Estimated income is $918,000 and administrative costs $125,500, Learning Centers $225,000, instructional $450,000, and facilities and supplies $180,000 for a total of $980,500. Instructional costs annually are based on 300 sections of 20 students, and 37.5 full-time equivalent instructors receiving $12,000 (FTE) salaries.

TITLE OF STUDY: Feasibility study of a regional Community College Without Walls serving the Counties of Cameron, Clearfield, and Elk

LOCAL SPONSORS: Commissioners of Cameron, Clearfield and Elk Counties, Pennsylvania

CONSULTANT(S): Local Government Research Corporation, State College, Pa.

ENDING DATE OF STUDY: August 1976

Sponsored by the Commissioners of the 3 Counties, this study surveys high school students, adults, and employers, and derives implications from them for a need for a new community college without walls to serve these central Pennsylvania hilly and mountainous counties with a high school enrollment considerably lower than the Commonwealth average. Having established unmet needs, it projects enrollments, suggests an administrative organization for a new community college, and presents a financial analysis. The "without walls" concept essentially means using existing physical facilities on contract or lease with no new buildings; provision for instruction at various geographic locations; offering courses and programs meeting regional needs and near to student homes; employing regionally available instructors mainly on a part-time basis; using existing cooperating institutions; decentralized counseling, registration and similar services and an "open admission" policy.

The student survey of 4,712 questionnaires returned by 10, 11, and 12th grade students from a 7,049 total distribution, shows that 1,714 plan to continue education beyond high school. Another 1,042 were undecided and 1,403 said "no". "Can't afford it" was checked 159 times. When asked if they would "plan" entering community college or technical institute programs if available within reasonable commuting distance and at about $500 annual cost, 506 responded "yes" and 1,004 "probably". Of them, 261 had responded they did not plan on post-secondary studies in an earlier question. Those checking "yes" or "probably" when asked the reason, with multiple responses possible, cited "low cost" 624 times, living at home 707, keeping their part-time job 690, being close to friends 310, giving needed help at home 155, among other choices not so clearly demonstrating the need for nearby studies. The interests of the "yes" and "probable" respondents were: 244 college transfer, 447 technical training, and 491 2-year professional career training. A question on "vocational (employment)" goals addressed to all planning post-secondary education, again with several choices possible, shows a high percentage who would be served by a new community college or technical institute "without walls".

The adult survey, widely distributed but mostly by pupil delivery to parents, brought 2,542 adult responses from the 3-county area under review. More than twice as many women as men responded and all but 112 returns indicated parentage of a school-age child. Almost 2,000 said there was a need for a community college program. To the question of themselves enrolling if available locally and at about $20 per credit, some 445 said yes while 554 marked probably, together a significant number. Availability was 666 part-time evening, 240 part-time day, and 57 full-time. Types of programs were 102 college transfer, 152 technical training, 301 2-year career training, 60 cultural, and 294 general knowledge.

The business and industry surveys, using lists from Chambers of Commerce and the Pennsylvania Industrial directory, brought a 30 percent response of 58 questionnaires from employers with 9,588 employees. Only 8 replied that their employees needed no post-secondary education. Employees of 50 require some but less than the bachelor's degree. Thirty-eight companies believed that between 21 and 40 percent of their employees would be interested. The attitude toward establishing programs of 2-year transferable liberal arts and 2-year training was favored by 39 companies.

The professional survey sent to 49 doctors, dentists, attorneys, engineers, architects, and other professionals yielded 13 returns of which 6 said there was a need and 7 said there was not for 2-year community college trained personnel but 7 said existing facilities were not adequate. Desirable programs obviously fell mostly within the categories of their rather specialized fields.

Enrollment projections can be based on the common experience of 60 percent of seniors answering "yes" to attending and 40 percent of the "probable" responses. This would yield 215 high school graduates the first year and 430 full-time equivalent (FTE) after 2 years. A second approach, using the Department of Education's formula of about 9.5 percent of graduating seniors, would give a total of 207 public school students and about 19 parochial school graduates for a total of 226 the first year and 450 (FTE) at the end of the second year. Another Department of Education formula based on population would suggest 1,300 (FTE) in the 3-county area. Similar formulas applied to adult figures would add 122 (FTE) per semester but 488 adults would be served since they would be mostly part-time. The concluding projections are for 150-200 (FTE) the first year, 200-250 the second, rising to 500-550 the fifth.

The financial analysis presents an expected cost of $1,540 for each of 150 (FTE) students the first year with administrative costs of $151,000 and instructional of $80,000, totalling $231,000. The Commonwealth's share, assuming 57 (FTE)

vocational students in the 150 (FTE) would be $85,500, the Counties' $74,250 ($495 per FTE), and tuition of $475 (FTE) yielding $71,250. Year 5 with 500 (FTE) assuming 190 vocational in the total would reflect administrative costs of $245,500 and instructional of $390,000, totaling $635,000. The Commonwealth's share would be $241,000, the Counties' $182,000 ($364 per FTE), and tuition (FTE) of $424 providing $212,000. Start-up administrative costs for personnel, rental of office space, and equipment and supplies are estimated at $151,000. The report mentions a few examples of outside sources of funding such as the Vocational Education Act, CETA (Comprehensive Employment Training Act), the Nurse Training Act, and also possible grants from the private sector.

The suggested administrative organization, if the project is approved, would be consistent with the Community College Act (Act 484). County Commissioners would appoint a Board of Trustees to engage a President to prepare final plans, find administrative staff including a business manager, director of admissions and registrar, a field counselor-registrar, and a Dean of Instruction (unless the President can function in that capacity in the first few years). Arrangements for classrooms, laboratories, and similar needs are to be made with existing institutions consistent with the "without walls" concept outlined above and here with special emphasis on no new buildings. Similarly local instructional staff is to be hired by the President (or Dean of Instruction) mainly on a part-time basis. Initially one Field Counselor-Registrar, with the assistance of the Admissions Director and Registrar, is to serve 3 centers on a scheduled part-time basis.

TITLE OF STUDY: Feasibility study of a regional Technical Institute Without Walls in Northwestern Pennsylvania

LOCAL SPONSORS: Northwestern Pennsylvania Planning Council for Higher Education

PREPARED BY: Lewis D. Patterson and George P. Connick

ENDING DATE OF STUDY: September 1976

The purpose of the study was to determine the feasibility of a regional technical institute "without walls" for the 12-county area of Cameron, Clarion, Crawford, Elk, Erie, Forest, Jefferson, McKean, Mercer, Potter, Warren, and Venango. Cameron and Elk were part of a separate study by the Local Government Research Corporation (State College, Pa.) which supplied data to avoid duplication. The study surveys secondary school students, adults, business and industry, and professionals. Although some demographic and economic information is provided, it is considered insufficient toward evaluating a need. Interest in a technical institute which may be closely related to need is clear from the student and adult surveys. It concludes that a new technical institute "without walls" is feasible for the 12-county or the 10-county area if Cameron and Elk do not participate. Enrollments are projected. Although not charged with developing a model, it defines as essential elements a multi-county plan with centralized administrative structure and decentralized instructional arrangements amd with counseling and learning centers at existing schools and other central points.

The survey of students based on 24,659 questionnaires (of grades 10, 11, and 12 students) from a total of 45,000 was considered adequate for all counties except Warren with only 10 returns of 2,559 students. Some 11,000 respondents plan to continue post-secondary education, 5,160 were undecided, and 5,100 will not. Other figures related to a need for a technical institute are the 141 seniors who plan to attend a vocational technical school, 73 a business school, and 44 nursing. Actual career interests reflect a very substantial number of respondents who could be served (either terminally or by transfer) by a vocational technical institute. This is supported by the 11,448 who said "yes" or "probably" to attending "an associate degree (two years of college)" if available within reasonable driving distance at a cost of about $500. That figure reflects changes of intent by many earlier "undecided" or "will not" respondents to an earlier question about post-secondary studies. Respondents could check one or more reasons for attending. Low cost was checked 6,174 times, keeping a job 5,196, living at home 5,053, to study for a career 3,372, and to be near present friends 2,837. Again with several choices of those who responded "no" or "uncertain", 3,368 checked college bound, 2,870 had to work, 2,418 were "tired" of school, 1,403 were marrying, 1,265 were joining the armed services, 1,154 checked still can't afford college, and there were other reasons also checked.

The adult survey mailed to a random sample of 22,000 valid drivers licensees aged 20 or above received 2,300 replies from 1,359 females and 808 males, with 1,147 employed full-time, 309 part-time, and 683 not employed (with no differentiation of sex). Some 1,091 had completed high school, 390 were college graduates, and [illegible]ed completed 1 to 3 years of college. Some 1,445 said they wished further education, 357 did not, and 245 were undecided. To the question of using an "educational opportunity beyond high school" near home and "at a cost within your means" 1,816 said they would, 381 said no, and 459 were undecided. Career preferences were overwhelmingly in whole or part vocational or 2-year terminal in emphasis over a broad expanse of fields. They were available for studies in late afternoons (138), evenings (861), mornings (489), and afternoons (144).

The business and industry surveys were made by meetings and questionnaires. A meeting with the Erie Manufacturers Association indicated that many of their technical needs are now not met by traditional collegiate programs and that they would support establishing a regional technical institute if it focused on skills directly related to their needs, and that more institutions not of that nature are not needed. Directors of vocational-technical schools were concerned about conflict of study with their own similar studies and felt that the frequent use of questionnaires has made for great sensitivity and resistance to them. Some 732 questionnaires mailed to business and industrial personnel elicited only 41 returns, generally favorable toward the study and its objectives. To establish firmer information, techniques such as meetings or interviews are required rather than further questionnaires for this category.

The professional survey mainly of 749 doctors, dentists, and lawyers in 10 counties brought 88 replies indicating that from 50 to 75 percent of the persons eligible for employment by them must have some, but less than 2-year post-secondary training and that if an opportunity were available to their present employees, 46 said their employees would like education to improve "their job skills."

Enrollment projections on the basis of 1,709 interested seniors and another 1,362 probably interested, derived from the survey and by the 60 to 40 percent, respectively, used in similar projections elsewhere, there would be 1,571 registered students from the area. Since the response rate was 55 percent, the other 45% would bring the total to some 2,840. Another more conservative projection based on the experience that 9.5 percent of seniors went to community colleges in their county in 1975, would suggest 1,290 seniors enrolling in northwestern Pennsylvania based on the present number of 13,581. Another approach using Department of Education statistics in those counties with community colleges yields a 3 percent ratio.

When applied to the 792,000 regional population it yields some 2,376 students. To these 3 projections, adults and employees, as discussed above, must be added. The study concludes with projections for the first year of 1,290 seniors and 272 adults for a total of 1,562, increasing to over 3,000 at the end of 2 years.

TITLE OF STUDY: ACCESS: A Needs and Feasibility Study (for an Alternative Community College Education System)

SPONSORED BY Regional Planning Council for Higher Education, Region 3, Northeastern Pennsylvania (Lackawanna, Pike, Susquehanna, Wayne, and Wyoming Counties)

CONSULTANT(S): Local Government Research Corporation, State College, Pennsylvania

ENDING DATE OF STUDY: February 1977

To determine the extent and nature of presently unmet needs for post-secondary educational opportunities in Region 3, this study presents results of questionnaires completed by secondary school students, adults, and employers. Having identified substantial unmet needs, it offers alternatives to meet them and projects enrollments and costs of a new community college "without walls" as the most promising solution.

Student interest in postgraduate programs: about half of over 10,000 students (grades 10, 11, and 12) "plan" to continue formal education after graduation and 2,407 do not. "Can't afford it" was checked by 355 respondents. On that base the study estimates a total of about 165 of all graduating seniors (5,500) in Region 3 each year may terminate studies for financial reasons. When asked if they would "plan" entering community college or technical institute programs if available within a reasonable commuting distance and at about $500 annual cost, 1,100 responded "yes" and 4,306 "probably." Of them, 507 had responded they did not plan to do so in an earlier question. The 5,406 affirmative respondents gave as principal reasons for entering community college or technical programs (with the choice of marking one or more items): "can live at home" 2,993, "can keep job and attend" 2,734, "low cost" 1,874, "my help is needed at home 678, "can be near present friends" 1,538. The interests of the 5,406 "yes and probablies" were 39% for 2-year certificate programs, 38% for technical training, and 23% for college transfer. The study concludes that it seems evident at least several hundred students from each year's graduating class are in need of "non-traditional post-secondary opportunities."

The adult survey: 9,893 (58%) replied there was a need for "community college/technical institute programs" in the area; 2,227 said they would enroll if within reasonable distance and at about $20 per credit. Another 2,981 "probably" would attend. Of the total, 3,783 preferred part-time evening studies, 1,205 part-time day, and 218 full-time day. Interests expressed were technical training 2,271; 2-year career training 1,046; personal or cultural improvement 1,317; college transfer 785; and general studies 345.

The business and industry survey dres responses from 50 firms with some 8,500 employees (6.4% of the region's labor market). Fourteen were very favorable, 17 favorable, 10

undecided, and 5 not favorable to establishment of an institution offering "both 2-year programs of training and 2-year liberal arts transferable to a 4-year college". Twenty-six expected to have employment opportunities for 2-year trainees and 29 said they could be used to release their college graduate employees for more time for professional level work.

Enrollment projections, based on the responses of students and adults when adjusted by experiences elsewhere, suggest a first year with 353 high school graduates, expressed in Full-Time Equivalents (FTE) but serving 503 individuals. The study counts "4 to 5" part-time as one full-time. It suggests 420 (FTE) adults, serving 1,336 persons. The "availability" pattern would suggest 73% of the adults as part-time evening students, 23% part-time day, and 4% full-time. First year total attendance would be 773 (FTE) and would rise to 1,300 (FTE) the second, and to 1,600 (FTE) in the fifth year.

Alternative courses of action to meet the unfilled needs included the possibility of some innovative uses of the existing regional resources (located mainly in the Scranton area). Greater attention is given to meeting one stated objective of the project: to emphasize study of "the feasibility of a community college or technical institute 'without walls' with the provisions of the Community College Act (484) as a mechanism". The concept of "without walls" essentially means using existing physical facilities on contract or lease with no new buildings; provision for instruction at various geographic locations; offering courses and programs meeting regional needs and near to student homes; employing regionally available instructors mainly on a part-time basis; using existing cooperating institutions; decentralized counseling, registration and similar services; and an "open admission" policy. Although the option of an extension of an existing community college is discussed briefly, the second option of establishing a new community college "without walls" is considered the more desirable for at least parts of Region 3. It could offer in the necessary way the many programs and courses to meet the unfilled needs established in the study and in accord with the "without walls" conception of Act 484.

Financial estimates for a new community college "without walls" based on 700 (FTE) students in the first year come to $894,900 with $344,500 from the Commonwealth, $252,100 from the local sponsors, and $298,300 from student tuition ($387 annually). Estimating a leveling off in enrollment at 1,600 (FTE) in some five years, cost would be $2,720,000 with $1,006,000 from the Commonwealth, $804,000 from the local sponsor, and $910,000 from tuition ($568 annually per student).

TITLE OF STUDY: Summary Report of a Feasibility Study of Community College Services in Fayette, Greene, and Washington Counties

PROJECT COORDINATOR: Southwestern Pennsylvania Economic Development District

STUDY CONDUCTED BY: Local Government Research Corporation, State College, Pa.

ENDING DATE OF STUDY: (1978)

The report gives some background data on the feasibility of a regional community college-technical institute "without walls" to serve the southwestern counties which have a below average economy and per capita income with little promise of improvement. Its widely spread, relatively small population is employed mainly in coal and petroleum mining, primary metal manufacturing, electronics, ceramic products, and apparel. The report presents models for providing post-secondary "without walls" services in the region. It surveys adults, high school students, and employers on needs for, interest in, and use of such a facility. Finally, enrollment, costs, and financing are projected. Detailed responses to the study questionnaires are in the separately bound appendix which also has brief demographic and economic accounts of the counties.

Background information predicts the end of new, conventional community colleges like the 14 created under the Commonwealth Master Plan for Higher Education and implemented by the Community College Act (484 of 1963 before amendments). Located in densely populated areas at a $3 per capita cost to all the people, they are inequitable tax-wise and because they do not serve the many people in less concentrated population areas. Consequently new, non-traditional ways must be found to furnish the post-secondary educational needs of counties like the 3 southwestern ones. Amendments to Act 484 and changes in administrative regulations and procedures, responsive to the new situation, make possible innovations to provide educational opportunities in so-called "without walls" community colleges. "Without walls" literally means no new buildings through use of existing facilities but figuratively it has broader implications of local control, innovative counseling services more widely available, and an instructional staff contracted for, mainly on a part-time basis. Low cost for services closer to students, adapted to regional needs, and educational interests are the anticipated result. All that is lacking is a "delivery system" and the decision to proceed.

Models of such systems are presented after summary descriptions of existing community colleges in 3 other states illustrating the varied applications of the "without walls" concept. Model 1 provides either counties or school districts as the local sponsor, appointing a Board of Trustees to engage a President who

has a supporting staff of business manager, director of admissions, registration, and records, and a Dean of Instruction (the President if feasible). His responsibilities, besides the conventional academic ones, are to employ an instructional staff by contract with existing post-secondary educational institutions and with highly qualified resource persons in the region. The Director of Admissions and his field staff, initially 2 Field-Counselor-Registrars will provide a unique service of counseling, guidance, registration, and scheduling at several locations in the 3-county area. Physical facilities will be contracted from local sources, such as chools, churces and the like.

Model 2 is a variation on the above to take advantage of the financial aid of CETA (the Federal Employment and Training Act) especially through Title I, funding institutional and student (CETA) classroom training and education to upgrade technical skills and occupational training in areas with skill shortages.

Model 3 is similar to the first except in contracting administrative services from California State College (CSC). The sponsor Board of Trustees and its President for programs of the community college "without walls" would establish operating arrangements with CSC for necessary administrative and management functions. All public and private educational resources in the 3-county area must be used for instructional services on a decentralized basis as detailed in Model 1.

The survey of adults, conducted through the schools, is based on 4,153 questionnaires about one for every 100 persons in the population. By reason of student distribution techniques, women responses outnumber men 4,008 to 914 and nearly all (4,008) were parents of at least one school-age child. While 964 adults considered present opportunities for post-secondary education adequate, 2.083 did not and 1.014 were undecided. Those who felt educational opportunities were inadequate did so because of costs (1,398), distance from home (869), and among others because present programs do not match employment needs (577). To the question of a need for community college programs in their area 2,571 responded "yes", 384 "no", and 1,091 "uncertain." If programs were available within reasonable commuting distance at about $20 a credit, 1,002 responded that they would attend, 1,336 "probably", 950 "probably not", and 742 "no". Of the affirmatives part-time eveing numbered 1,129, part-time day 589, and full-time 153. Their interests included 322 for transfer to 4-year degree college, 138 general education associate degree programs, 963 associate degree programs in technical studies preparing for specific jobs, 275 certificate of completion in vocational or occupational training, and 366 a program for personal or cultural improvement.

The student survey was by questionnaires received from 9,127 10, 11 and 12th grade students of whom 4,364 plan to continue formal education after graduating, 2,275 do not, and 2,440 marked "undecided". The one main reason for discontinuance was wanting a "a full-time job", checked by 1,107; "my plans do not require further education" 530; "tired of school" 401; costs too high 143; "distance from home too great" 17; and other reasons" 201. To the question of attendance if community college or technical institute programs were available in reasonable commuting distance with about $500 yearly cost, 1,020 marked "yes", 3,251 "probably", 2,576 "probably not", and 1,892 "no". Some 500 students in the earlier question who responded that they had no plans for further education answered either "yes" or "probably" to this question, a significant change. A question on "vocational (employment)" plans after further education or training, with only one choice from a great many to be marked, in descending frequency are: nursing 307, secretarial 274, accounting 190, medical or dental assistant 146, automotive maintenance 146, data processing 131, engineering 128, commercial art 125, and building construction 120. Many of them, and some receiving fewer choices, are appropriate for community college programs.

The business, industry, professional, and public service employers returned about 70 questionnaires, their employees numbering 9,250. They expressed significant hiring needs, many of which could be met by programs at a community college. When asked if they favored establishing a community college "without walls", 52 responded "favorable", 13 "undecided", and 6 "unfavorable". When pondering these and the adult responses above, it is to be noted that they are the taxpayers, and the students, though now less aware of the fact, are the future taxpayers if given further opportunities to encourage them to stay in the region. Innovative post-secondary education, close, cheap, and suited to the local job market, appears to be a high priority.

Enrollment estimates are based on the above responses and experience by existing Pennsylvania community colleges which indicate that 60 percent of grade 12 students marking "yes" and 40 percent "probably" actually have enrolled. Since about one-third of the 6,400 seniors in the 3-county area were included, a conservative estimate would be 1,300 enrollees, with many part-time. Applying another common formula of about 10 percent of total graduates the projection would be some 600 to 700 annually or a second year enrollment of 1,200 to 1,400. Adults are more difficult to predict. Experience elsewhere varies from 3 to 20 adults per 1,000 of population studying. Using the lowest, 3,

and a 400,000 regional population, yields 1,200 adults with very many of them part-time students. The final projection is for 1,000 to 2,000 full-time equivalent (FTE) students in the second year.

The cost projections are based on a second year, considered more typical because of higher enrollment, made up of 1,040 FTE including 480 Vocational carrying additional Commonwealth support. Salaries and wages of 11 administrative and supportive persons are to cost $165,000; rent, supplies, promotional publications and the like $88,000; libraries $40,000; and instruction $750,000 for a total of $1,043,000 ($1,043 per FTE). Anticipated revenues would be: student tuitions ($347 annually) $347,000; basic Commonwealth share of one-third, $347,000; supplementing $150 for the 400 vocational students $60,000; local sponsor and any grants, gifts or other sources $286,000 for a total of $1,040,000. If only taxes constituted the local sponsor share, 71 cents per person per year would be required. Start-up costs, subject to approval and implementation of the plan, are estimated at $164,000 of which half is payable by the Commonwealth.

TITLE OF STUDY: Post-Secondary Education and Vocational Education Needs and Services for Four Northern Tier Counties of Pennsylvania

LOCAL SPONSORS: Intermediate Unit #17
Mansfield State College
Williamsport Area Community College

CONSULTANT(S): D. A. Stewart & Associates, Inc.,
Moorestown, N. J.

ENDING DATE OF STUDY: April 30, 1978

The counties of Bradford, Potter, Sullivan and Tioga, located along the north-central border of Pennsylvania, comprise one of the more sparsely populated regions of the Commonwealth. This study included a county-by-county comparison of factors such as population, outward migration of youth, local employment opportunities, and industrail growth showing that the four counties share certain demographic and economic problems such as:

Sparsity of Population
Lack of Employment Opportunities
Lack of Industrial Growth
High Levels of Unemployment and Underemployment
Low Levels of Income

Under the assumption that a thorough and efficient system of public education will contribute toward alleviation of problems such as these, an examination was made of the institutions serving the educational needs of the area. These institutions included:

1. Mansfield State College
2. Williamsport Area Community College
3. Intermediate Unit #17
4. Intermediate Unit #9
5. Seventeen local school districts
6. Local units of the State Manpower Planning Council
7. Packer Hospital
8. Tioga County Vocational Technical School
9. Bradford County Vocational Technical Schools

Note: The final version of this study is currently being negotiated by the sponsors and the consultant. After acceptance, the sponsor will issue an official report which could be published as an addendum to this report.

UNIVERSITY OF CALIF.
LOS ANGELES
AUG 17 1979
CLEARINGHOUSE FOR
JUNIOR COLLEGES

TITLE OF STUDY: An In-depth Investigation of the Post-Secondary Educational Situation of Warren County, Pennsylvania

LOCAL SPONSORS: Commissioners of Warren County and Warren Higher Education, Inc.

RESEARCH COORDINATOR: Donald R. Trubic

ENDING DATE OF STUDY: May 1978

This report describes the post-secondary educational situation in Warren County with special attention to the Modified Community College Plan prepared by Warren Higher Education, Inc., a group of interested citizens. The plan calls for a non-traditional community college using the campus of Edinboro State College as a physical nucleus to contract for needed courses and programs wherever available at any educationally suitable places in the area. To provide background for some decision about implementing the plan by the Warren County School Board and the County Commissioners this study was sponsored by the latter. To save time certain results on Warren County in the ten northwestern counties' survey of Patterson and Associates were used. Also the Mercer County Consortium Services requested information on the skilled occupational needs of the manufacturing industries of the county. Areas surveyed were business-industry, professionals, adults, and students. Sponsorship of the Modified Community College Plan was rejected by the School Board and subsequently by the Commissioners who had some of the report available.

The professional needs survey, based on hand-delivered questionnaires with persistent interview follow-up, gave a high return rate of 62 out of 73 lawyers, doctors, and dentists. A need for post-secondary school training short of the baccalaureate was expressed by 43, with 12 "no", and 48 not replying, but 28 said their needs were being met and 24 not. Different kinds of post-secondary education in the area were a need felt by 36, "not" by 13; with 23 approving a community college and 15 a trade school. Nearly all (48) said they were familiar with the area educational facilities.

The business-industry survey covered 31 firms and 6 major business organizations, the latter also being interviewed because they had the largest number of employees (7,713 or 42.7 percent of all Warren County employees). About 70 percent of their employees need post-secondary training short of the baccalaureate and 24 expected to have jobs, 13 did not; ten-year projections for increased needs was affirmed by 20 and negated by 14. Stating a need for different kinds of institutions, 22 replied "trade school", 14 community college, 8 business college, but ten were not sure they knew what a community college was and one did not know. They felt the need was for more technical, more community and industry-related programs, practical and not theory courses, among other opinions.

The student survey was the Pattererson responses with a 77 percent return rate for Warren County's grades 10, 11, and 12. Part-time jobs were held by 648 and full-time by 42. Over 1,000 had "A" or "B" averages and 938 planned to continue their education, 381 did not, and 652 were undecided. Career aspirations were armed services 91, secretarial science 91, nursing 86, conservation-forestry 66, automotive 63, accounting 60, general business 58, athletics 50, electrical technology 45, agriculture 45, and many others, some relevant to post-secondary education. To the question of enrolling in an associate degree, 2-year college if programs related to their career were offered within reasonable driving distance at an annual tuition of about $500, 346 responsed "yes", 498 "probably", 374 "no" and 573 "uncertain". The reasons (one or more per respondent) marked by the "yes" and "probably" categories were: low cost 449, can live at home 325, can keep job and attend 257, be near present friends 233, can study for a career 235. Those replying "no" and "uncertain" marked: plan to attend another college 328, tired of school 282, need to get a job 204, entering armed services 130, can't afford $500 tuition 82, among other reasons. Of the 938 who planned to follow post-secondary studies, only 16 (1.6 percent) were interested in an institution in Warren County.

The adult survey, also Patterson's findings, numbered 111 Warren County subjects of a 2.167 total for all 10 counties in that survey. With no detailed breakdown on the basis of the 10 county returns by county, this study estimates that if programs leading to an Associate Degree were available in reasonable driving distance at an annual tuition of about $500 many adults would be interested.

The inadequacy of present post-secondary education is described as too "teachers' college" oriented (the Warren campus of Edinboro State College), and the essence of the comments is a need for more job and interest-related programs and courses, nearby, and at a reasonable cost.

Alternatives suggested discuss but dismiss nearby Jamestown (N.Y.) Community College (25 miles distant) as "far away" in winter conditions, out-of-state tuition, no Warren County input where autonomy appears to be essential, among others. Similarly, extension courses have great limitations. The report recommends the "Modified Community College" as described above. It has the great advantage of local control and consequent broader educational approach. It is felt that there is a need for it and that sufficient numbers would enroll to support it. Some 200 full-time equivalent students are anticipated. The School Board has had an adequate community contribution of establishment of a new and improved system of post-secondary education.